Grade 3 - English Language Arts

Year Plan 2010- 2011

Reading/Listening/Viewing

Teacher Modelling – Read Alouds

* Book selection from Literacy Place and other suggestive materials
* Reading will occur over a several day period
* Teacher will model reading strategies that students will be focusing on

Shared Reading

* Students will break off into several small groups to share reading task
* Echo reading, choral reading, repeat reading will be used
* Students will complete before, during and after reading strategies every time they read
* Students will specifically work on the designated reading strategy, as well as others
* Resources will include books from Literacy Place and Collections readers

Guided Reading – Book Clubs

* students will be placed in a book club according to their reading needs
* main resource will be “Literacy Place for the Primary Grades” by Scholastic
* supplement resources include Collections and Cornerstones readers
* Daily 5 will be implemented during Book Clubs
* representing, viewing, listening, speaking, writing and reading will all be covered during book club activities

Reader’s Notebook – independent reading

* Students will be expected to choose a book at their level with guidance and eventually on their own
* Students will write a comprehension letter to teacher every week
* CAFÉ menu will be implemented during this time

Reading Strategies

The following will be extensively taught and reviewed as outlined by the curriculum:

1. Sequencing
2. Compare/contrast
3. Cause/effect
4. Inferences
5. Main idea

Strategy Teaching – Sequence of Strategies

1. Self-Monitoring – includes Asking Questions
2. Analyzing
3. Sequencing
4. Making Connections
5. Predicting
6. Inferring – includes Visualizing
7. Evaluating
8. Synthesizing

Formative and Summative Assessment

* + Formative assessments will include checklists and anecdotal records, assignments and assessments where teacher guidance and support is essential
  + Summative assessments will include reading passages with comprehension questions, with no guidance or support from teacher

Writing

Term 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Writing Assignment | Narrative | Expository | Formative | Summative |
| Acrostic poems | √ |  | √ | √ |
| Class pets – short stories | √ |  | √ |  |
| Cinquain poetry | √ |  | √ | √ |
| Halloween Prompt | √ |  |  | √ |
| How To . . .  (procedure) |  | √ | √ |  |
| Thanksgiving Prompt |  | √ | √ | √ |

Term 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Writing Assignment | Narrative | Expository | Formative | Summative |
| Santa Letter - friendly | √ |  | √ | √ |
| Colour Poem | √ |  | √ | √ |
| Diamonte Poetry | √ |  | √ |  |
| How To . . .  (instructions) |  | √ | √ | √ |
| Informational Report |  | √ |  | √ |
| Descriptive Paragraphs |  | √ | √ |  |

Term 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Writing Assignment | Narrative | Expository | Formative | Summative |
| Persuasive Letter |  | √ | √ | √ |
| Diamonte Poetry | √ |  |  | √ |
| Short Stories | √ |  | √ | √ |
| Informational Report |  | √ |  | √ |
| Descriptive Paragraphs |  | √ | √ | √ |

Word Study / Working with Words

* Phonics, spelling, grammar will be taught during Book Clubs
* Working with Words activity folders
  + Word Family Round-UP
  + Word Family Concentration
  + Word Family Collages
  + Collage Word Hunt
  + Sentence Fix-Ups
  + Sentence Cut-Ups
  + Comprehension Checks
  + Buddy Reading
  + Word Family Sorts and Representations
  + Sentence Scramble

**Language Cues and Conventions**

Formal lessons for each of these conventions will be taught to the whole class and kept in a reference duo-tang that can be used to reinforce concepts.

Practice of these conventions will take place during the Daily 5.

One-on-one support will occur during guided writing time when students are grouped by readiness.

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| --- | --- | --- |
| **Term 1** | **Term 2** | **Term 3** |
| 1. ABC order 2. Syllables 3. Plurals and root words 4. Nouns, adjectives 5. Capital letters – sentences and names 6. Punctuation – (. ! ?) 7. Long and Short vowel sounds 8. Compound Words | 1. Dictionary skills 2. Root words and suffixes 3. Verb 4. Capital letters – book titles, abbreviations 5. Commas 6. R- controlled vowels | 1. Commas 2. R- controlled vowels 3. Contractions 4. Silent consonants 5. Dictionary skills 6. Root word and prefixes 7. Adverbs |

**Term 1 – Conventions Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Focus** | **Formative**  **Activity** | **Summative**  **Activity** |
|  | ABC Order |  |  |
|  | Syllables |  |  |
|  | Root words and plurals |  |  |
|  | Nouns and adjectives |  |  |
|  | Capital letters – sentence beginnings and names |  |  |
|  | Punctuation – (. ! ?) |  |  |
|  | Long and Short vowel sounds |  |  |
|  | Compound Words |  |  |

**Term 2 – Conventions Planning**

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| --- | --- | --- | --- |
| **Date** | **Focus** | **Formative**  **Activity** | **Summative**  **Activity** |
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**Term 3 – Conventions Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Focus** | **Formative**  **Activity** | **Summative**  **Activity** |
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Math – Math Makes Sense

N 3.1 – Counting Patterns / Hundreds Chart / Increasing – Decreasing Patterns

Term 1 – a, b, c, j, n (Unit 1 – MMS)

Term 2 – g, h, q, r

Term 3 – review place value

N 3.2 –

Term 1 – (+, -) basic facts only

Term 2 - 2 and 3 digit (+, -) only when there is no regrouping

Term 3 - review using money amounts

N 3.2 – Multiplication and Division

Term 2 - multiplication to 5

Term 3 - division to 5 and review multiplication

N 3.4 – Fractions

Term 2 - introduce fractions as part of a whole and part of a group

Term 3 - non-equivalent fractions

P 3.1 - Increasing / Decreasing Patterns

Term 1 - a, b, c, d,

Term 2 - g

P 3.2 – Equations using symbols (4 + 🞏 = 8)

Term 1 - b, d

SS 3.1 – Passage of Time / Calendar

Term 1 – c, e, i

Term 2 - e, f, g, h, j

SS 3.2

Term 3 – Mass g/kg

SS 3.3

Term 1 - measuring length cm/m

SS 3.4

Term 3 - perimeter

SS 3.5

Term 2 - 3D objects

SS 3.6

Term 1 - 2D objects

Term 3 - review 2D and 3D

SP 3.1

Term 1,2,3 - data collection and graphing

Science

The Solar System (core) September - November 15

Animals (core) December - February   
Earth (core) March - April

Properties of Matter (core) May - June

Social

Unit 2 – Heritage November - December

* Communities Then and Now

Unit 3 – Interdependence January – mid March

* Human Needs and Wants

Mapping Skills September - October

Unit 1 – Identity April - June

* Comparing Canadian Communities – Nunavut

Arts Ed.

* The arts education program will focus on themes throughout the year
* The themes will include the holidays that are in each month
  + Drama
    - A variety of reader’s theatre will be used
    - Drama production in the spring
  + Art
    - Various crafts
    - Painting
    - Sketching and drawing
    - Quilling
    - Projects: Wheat Weaving (Thanksgiving)
    - Projects: Gingerbread Houses (Christmas)

Health and Virtues

Term 1 –

* Bullying
* Conflict Resolution
* Virtues – Self-Esteem, Consideration, Tolerance

Term 2

* Controlling Diseases
* Virtues – Generosity, Friendship, Kindness

Term 3

* Dental Health
* Fire Safety, Farm Safety
* Virtues – Responsibility, Honesty, Self-Control

Phys. Ed.

September – June

1. Students will learn the routine for warming up and each student will have the opportunity to lead the warm up routine.
2. Students will participate in a variety of cooperative tag games. This will be used as a warm up game before the main activity takes place.
3. Students will learn a variety of sports. These include:  
   1. Hockey
   2. Basketball
   3. Kickball
   4. Soccer
   5. Skating
   6. Track and Field
4. Students will learn the following skills:  
   1. Sending
   2. Receiving
   3. Accompanying
   4. Evading
   5. Locomotion
   6. Landings
   7. Statics
   8. Swings
   9. Rotations
   10. Springs
   11. Creative movement